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A literature search was made to assess information sources used by adult educators in deciding on educational content and format and achieving overall balance within agency programs. Attention was given to the involvement of individuals and groups in decision making as well as to certain conceptual factors in the decision making process. Generalizations included the following: (1) most information of possible use in program planning arises from the social and cultural setting in which the program will exist; (2) administrators have a central role in collecting, analyzing, and organizing information from the social sciences; (3) the structuring of knowledge for adult teaching requires a logical system somewhere between the broad concerns of adults and the rigorous limits imposed by subject matter; (4) experimental findings suggest, but do not dictate, possible educational decisions; (5) ranging from broad to specific, the levels of decision making involve determining the community to be served, identifying clientele, setting objectives, selecting subject matter and methods, and developing a sequence of learning activities. (Bibliographic summaries of 16 studies are also included.) (ly)

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INFORMATION SOURCES AND PROGRAM PLANNING IN ADULT EDUCATION

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Introduction

The purpose of this paper is to report the results of a search of the literature in adult education, curriculum, and educational administration which attempted to seek out the fundamental bases upon which adult education programs are designed. Specifically it undertakes the task of assessing the sources of information used by the adult educator in arriving at decisions regarding content and format of educational offerings and achievement of over-all balance within agency programs. To some extent it is concerned with individuals and groups and the involvement of both in the decision making process without major emphasis on the nature of the process itself. In addition, some concern is devoted to certain conceptual factors which enter into the process, and conclusions are drawn about at least modal practices, if not best practice.

When this study was originally conceived it was recognized that program planning methods in adult education have been researched frequently in recent years, Much descriptive literature has been written and this is but one of many attempts to draw from a wide range of research and writing which is most cogent to the adult educator faced with the day-to-day problems of building an adult education program consistent with objectives derived from a wide variety of sources and supported by volunteer students. The present work is not a complete review of the topic of decision making in program planning but is an assessment of what some portion of the literature tends to indicate is our present position in the process of gaining direction.

Human Sources of Planning Information

Cass and Crabtree[5] give us what is probably the best point of departure from

which to begin a discussion of people and roles in the process of arriving at decisions in the curriculum development process in adult education. Their comment that "It has generally been found that the persons best qualified to draw up the course of study are those who are most closely concerned and involved ..." in general tends to reflect the feeling of most of the writers on the subject. Briefly the individuals and groups referred to are: 1) the lay public, out of which comes the student clientele; 2) advisory committees; 3) teachers in the program; and, 4) the adult education administrator.

Taking these one at a time, let us first examine the rationale for including the lay public in the process of program planning. Hand (7), in a rather outstanding work examining the study of community as a basis for program planning concludes with a list of principles to guide the adult educator. He emphasizes the close relationship that must exist between the cultural patterns, social structure, value system, and needs of adults and the methodology and content of adult education. He further points out that the program must strive for the best in society and enhance enlightened citizen participation in the democratic process. He acknowledges that the degree to which community study is essential depends upon a variety of factors, and most significant of which are the role adult education sees for itself especially in carrying out the democratic process and the degree to which the community influences individual personality development.

For Hand, the community represents a source of information regarding program planning which, if it is to be utilized, must be studied carefully, but only to a degree warranted by the influence the community has on the individual and only insofar as the objectives of the agency include overall concerns for the culture, social structure and value system. This is a delineation not usually found in the literature, and one which places the role of the lay public in what appears to be an appropriate perspective.

The question of adult needs is a recurring one in the literature and will be discussed in somewhat greater detail later. It seems sufficient to say here that

the needs of the community, as embodied in the individual members who make up the public that supports the adult education program, are a source of information regarding what should be taught and how it should be taught, only when that information is sought by very direct means.

The use of advisory committees as our second source of information is referred to frequently in the literature. In general two types of advisory committees have evolved. One is structured to seek solutions to fairly specific curricular problems such as those formed by representatives of a building trade union and the adult educator, to consult on matters pertaining to a particular cooperative apprenticeship program. The concerns here are for the ability of the educational program to meet the standards set up by the union and the building codes. Also applicable here are the committees composed of organizational representatives and administrative staff members of the adult education agency who undertake a single educational program without any commitments for its continuation beyond a single instance.

A second type of advisory committee is given more generalized types of responsibilities with respect to the total program of the agency. Although its function is still advisory, in that it attempts to interpret the needs of a clientele, the needs tend to be more pervasive for a rather large clientele representing a large segment of the population.

In practice, however, the advisory committee may well have to interpret needs for segments of the population not adequately represented on the committee. Although attempts are made to build representativeness into advisory committees it is not always possible. Brunner[4], however, states that representation of recognized groups and interests on advisory committees does not guarantee success in program planning unless the members of the committee have some perspectives beyond the limits of the group they represent. This would tend to indicate that perception of the needs of the clientele to be served and the objectives of the agency is more important than numerical representation on the committee.

The function of these committees is advisory and as such constitute a source of information but they are not directly involved in the decision making process. This stems from the fact that there is nothing that can adequately take the place of the technical skill of professionally trained adult educators.

As a third individual or group of individuals involved in the process of content determination, the teacher plays a more central role than the two previously discussed. The teacher is faced with the difficult task of fitting into the day-to-day working plan information derived from a number of sources. He must work from institutional objective which tend to be fairly general in character as they relate to the specific subject matter to be taught in his classes. Other bits and pieces of information are relayed to him from the community and advisory committees through the administrator. Yet before him are a group of students for whom he must make decisions on the basis of this very inadequate evidence.

According to Knowles[9], the teacher has three tasks which constitute his role in this decision making process. He must refine the somewhat vague objectives communicated to him, determine out of the total body of knowledge at his command that which seems most appropriate to the situation and then organize this into a series of learning experiences. In a sense, one can think of this as the final step in the decision making process for it is on the basis of these decisions that the student studies and, it is assumed, learns. However, within an agency setting where best practice is implemented the decisions of teachers are communicated to the administrator who has final responsibility for the individual decisions that are made and overall responsibility for the complete program. In this sense, the decisions of teachers constitute a further source of information for him.

The fourth of our human sources of information is the administrator himself. His responsibility in the task of creating and maintaining an adult education agency is clarified over and over in the literature. He is the one who must assume the responsibility for the decisions that are made regardless of whether he

makes them himself or not. Snow[14] points out that this individual is highly dependent upon the decisions made by others and that his skill in working with leaders determines whether he will encourage participation in the process of arriving at decisions and build staff morale, or not.

Fletcher[6] tends to expand the scope of this responsibility for the administrator while offering little hope of always having adequate information upon which to act. He states that the adult educator "...must take the intellectual and moral responsibility of opening up horizons and revealing alternatives of which the learner was previously unaware. He has no right to influence the decision concerning alternatives. But there can be no free choice unless alternatives are seen and their probable consequences explored. Not to reveal alternatives is to restrict choice." This complicates the decision making process with respect to choices of content, subjects, and the like, for not only is the administrator admonished to choose on the basis of information which tends to give fairly clear directions but he is to show the way into unexplored areas.

London[11] reemphasizes this point and although he offers no easy solution for the administrator he seems to rely on the skill and competence of the professionally trained adult educator, a point made earlier in reference to the administrator's relationship with advisory committees. London's comment is that "since the goals of adult education are very broad and offer no guideposts by which the administrator can specifically determine curriculum content, he must 'play it by ear'. Essentially, expediency is a fundamental principle in developing a program that will offend no one and be attractive to the community."

Out of the above very brief descriptions of the roles of four groups in the process of reaching decisions on what should be offered two generalizations seem to emerge. Supporting these generalizations is the necessity to distinguish between sources of information as such and the imperatives of what to teach and how to teach it. It appears that the bulk of the information that can conceivably

be used to give direction to programming comes out of the cultural and social setting in which the program is to exist. Whatever may be done to seek out, refine and analyze this data, the source remains much the same, the community. However, pertinent information tends to be broad in scope and somewhat unrelated to specific courses to be offered. The advisory committee tends to act as a thermometer to probe the temperature of the community at sensitive points and generalize about the total population. It is somewhat selective in what it considers as relevant, but at the same time is able to focus more clearly on the central question - the program. The teacher appears to be a further refinement of specific probes for data and as a group teachers constitute an essential means of gaining insight into the needs of the clientele that actually enrolls. The adult education administrator is a single individual and he must act on the basis of a mass of information, some small portion of which he undoubtedly is able to pick up as he makes inquiries based on the totality of programming for his agency. However, in all likelihood he contributes directly the least amount of information, but from him emanate the maximum number of decisions that affect the program. Teacher decisions relate to their own individual courses and groups of students. Advisory committees are free to make decisions principally in the choice of areas to probe for information. The community has but to choose to participate or not.

That the functions of community, advisory committee, teachers and administrators are interrelated is unquestionable. That these are differentiated according to the roles of information supply and decision making is also undeniable but the latter needs much closer examination in the literature.

Non-Human Sources of Information

In this section I am concerned with those factors which impinge upon the process of curriculum making which although they are naturally an outgrowth of society do not emanate directly from persons associated with a given adult education program. I refer to the host of elements which develop from philosophy and ideology, and social, psychological, and economic concerns.

For example, Tyler [16] sees philosophy, the embodiment of desirability and priority, and psychology of learning, the guide to possibility and effectiveness, as screens through which educational objectives must pass as they emanate from what for him are their sources in the learners, contemporary society, subject matter specialists, and the cultural heritage to the formulation of statements upon which learning experiences are built. In Tyler's view these two elements, philosophy and psychology, constitute means of eliminating, out of all possible objectives, those which are undesirable, or unattainable. In a real sense, these do have an effect on the decisions which are made but to some extent it seems unfortunate that their effect is one of reducing rather than expanding opportunities for adults to learn. Other authors view an examination of philosophy and the psychology of adult learning needs and motivations as pointing the way to new, untried areas for adult education. However, Spaulding [15] points to the need for a firm body of principles derived from consistent philosophy as being sorely needed in finding a solution to the problem of suitable curriculum.

In the area of ideological concerns, Benne [2] discusses the test of the democratic character of the process of planned change, of which adult education is most certainly a part, as being the degree to which the methodology conforms to democratic norms. He points out in particular that, "The methodology of planned change which is consistent with democratic ideology must elevate informed and experimental collective judgment over unchecked private judgment ...It must develop persons who see non-influenciability of private convictions in joint deliberations as a vice rather than a virtue."

Houle[8] points to other social and psychological concerns with the statement that, "Systems of education which were built for the narrow span of years immediately following adolescence and which assume that the student's central task is education are not likely to be serviceable for the long lifetime of adults whose needs for education grew out of their mature experience and whose learning activities must be fitted into the complicated structure of their responsibilities.

To apply to adults the standards developed for undergraduates is to miss the point...."

Endless numbers of elements from the economic realm enter the picture and have a considerable effect upon the decisions reached. These range from decisions made in the Congress and various state legislatures regarding the question of financial support to the immediate problems of the administrator in offering expanded and experimental activities in a pay-as-you-go program.

Decisions about content and method in adult education are influenced by a wide range of information from the social sciences. The central point for the collection and organization of this information is in the administrator in whose hands lies the responsibility of analyzing and interrelating data from the many sources upon which to build a firm theoretical basis for his program.

Dictates of Logically Organized Bodies of Knowledge

"Logically organized bodies of subject matter may constitute a focal point for selecting curriculum content. In contrast, content may be selected in terms of the immediate interests of students. Historically, these two possibilities represent extreme positions in the field of curriculum development. Between these two extreme positions, sources for content may be identified with situations and problems that are personal and social in nature and that involve logically organized bodies of subject matter."

With this statement the Association for Supervision and Curriculum Development[1] in its 1961 yearbook has placed in an appropriate perspective the role that subject matter itself plays in the determination of what is to be taught. It is obvious if one is to teach American History that at some points along the line it will be necessary to be concerned with events in chronological relationship even though it may be recognized that the chronology of history is of minimal importance in the broader concerns of the students. Nevertheless, some control is exercised by subject matter and as objectives include indications of the subject to be covered, one cannot meet these objectives by ignoring the subject matter altogether.

The tests of time and utility have grouped together large quantities of information in interrelated fashions and new approaches to the interrelation of information appear all the time. It still remains, however, that some logical system needs to be in evidence to hold the body together and give it an identity. Nevertheless, as was pointed out in the statement from the ASCD yearbook, a position has to be taken somewhere between the free-floating concerns of adults and the rigorous limits imposed by subject matter.

Need Determination As a Special Concern

Although the engaging of human resources in gathering information, the employment of theory and the dictates of the organizational nature of knowledge are all concentrated on the determination of what should be taught, i.e. that which will satisfy the needs of adults, special consideration needs to be given to the techniques through which the latter is accomplished. The literature seems to discuss who should undertake the various parts of the task quite apart from the how of it. This does not seem entirely inappropriate because each situation will have unique requirements and limitations, and the involvement of any one individual or group in the information seeking-decision making process will be dependent upon a number of factors not the least of which is the degree of personal involvement. It is necessary, therefore, to discuss here the nature of the concept "need" and, if only briefly, means of determination.

Need, for the purpose of adult education can be viewed most profitably as the gap that exists between the present performance of an individual and some more highly desired circumstance. In order for a need to exist, the individual must be aware of both his present level of performance and some higher level of performance. Part of the process of need determination, therefore, becomes a matter of assessment and helping individuals set goals. This is not the whole of it, however, for all needs are not seen in purely individual terms but are based on criteria outside the individual or in societal norms.

Among the many ways of determining adult needs for educational activities, the following seem to occur most frequently in the literature:

1. Surveys - from a simple perusal of the literature on adult needs to elaborate interview studies based on sample populations.
2. Sign-up lists and group petitions used to allow a present clientele to express its wishes for future activities.
3. Adult counseling both before enrollment to help clarify immediate goals and select appropriate activities, and after completion of an activity, to assess its adequacy and to look at more enduring goals and newly discovered interests.
4. Census data to determine the changing character of the community.
5. An appraisal of social problems as an indicator of community weaknesses.
6. Advisory committee members as emissaries of the program with extensive opportunities to discuss educational needs with members of the community.

As these approaches to the assessment of needs tend to be experimental in nature, because they represent probes into samples of the community, some caution needs to be employed in their utilization. Krug [10] provides us with the following:

"1. Findings should be interpreted in relation to appropriate educational objectives.
2. Findings should be interpreted in relation to the total learning situation in which a study is conducted.
3. Findings should be interpreted in relation to the population in the study under consideration.
4. The use of generalized findings is limited by the fact of individual differences.
5. Experimental findings should not be allowed to freeze the curriculum.
6. Experimental findings do not provide rule-of-thumb guides to educational practice."

Krug then summarizes by saying that, "Experimental findings then throw the light on possible educational decisions: they do not and should not be expected to make them for us."

Levels at Which Decisions Must Be Made

Having discussed the sources of information that can be utilized in arriving at decisions in planning educational programs for adults and two special limitations imposed on the process; that of the nature of the subject matter and the needs of adults; it becomes necessary now to examine the specific points at which decisions need to be made and relate these to the foregoing in the development of a program. It seems only reasonable to move progressively from the general, broad levels, to the very specific. The broadest, most general, level of concern to the adult educator should be the question of identifying the community within which the program will function. To some extent, this is clearly set forth in the goals of the parent institution of the adult education agency. The state university identifies the people of the state and the state's territorial borders as the community for its extension division while the industrial firm isolates its own employees wherever they may live as recipients of its educational services. To some extent, general advisory committees, familiar with the goals of the institution, political subdivisions encompassed by goals and the general cultural setting can be useful in drawing limits around the community to be served. Lacking the support of institutional goals and an advisory committes, the adult educator is on his own, and ultimately must arrive at decisions on this matter by himself.

The next level of specificity to be considered is the identification of the clientele to be served. Here institutional and agency goals, recognizing that no organization can be all things to all men, provide the basis for decisions. Agency goals, of course, are an outgrowth of the information that has been gathered. They reflect the relatedness of the agency to the parent institution and are in turn reflected in policy which governs the activities of the agency. To a large

extent the administrator is on his own at this point, as well, for he must decide how broadly his resources can be spread and still maintain the integrity of the institution.

The identification of an agency's clientele is the task of identifying a number of groups within the total population which can best be served by the resources of the agency. As the agency's resources are bound to be both unique and somewhat limited the necessity for specifying the characteristics of those who can best be served and then communicating this to others involved at various levels in the decision making process is highly important.

Having once identified the clientele to be served it becomes incumbent upon the decision makers to determine at least in some general ways what is to be achieved by the students as a result of their participation in the program. Tyler[16] indicates that the sources of objectives are to be found in contemporary society, subject matter specialists, and the cultural heritage. In this respect, the adult educator has considerable help for most of the information gathering activities that he has encouraged and participated in up to this point have had this as their central focus.

It should be pointed out here that clearly one of the functions of the special advisory committee is the specification of objectives in cooperation with administration and instructional staff. Miller [13] employs considerable detail in examining the unique role of the organizational planning committee, or special advisory committee as it has been called here, in setting objectives and selecting methods based on its knowledge of the field of practice of its organization.

Objectives lead to subject matter areas and the selection of methods. Here again the administrator has a lot of help available to him especially in the academic expertise of the instructional staff. The specific areas of achievement, or knowledge, skills and attitudes to be modified and the means through which this may be most readily accomplished is the stock in trade of the teacher. It bears mentioning however, that viewing methods as existing on a contimuum from lecture

to discussion, as London [12] does, is useful in that it can demonstrate the variety of techniques available and gives encouragement to examine the interrelatedness of content, clientele, and method.

To some extent, the general literature in education has tended to indicate that a fairly close relationship exists between the broad areas of subject matter and methods of teaching. For example, it is often pointed out that the nature of mathematics is such that only a very limited range of teaching techniques or formats of instruction are appropriate. To an extent this is true especially if one is concerned with objectives having to do with a high level of proficiency in utilizing mathematical skills in solving mathematical problems. However, this is a matter of objectives and objectives have been seen to have at least part of their origin in the clientele served. Hence, it seems only reasonable to argue that methods also originate at least in part in the student finding expression in the objectives stated for the course or program. Bradford [3] states the case very well in the following way:

> "In examining the area of organization of learning, where change and growth of the individual in his being and behaving is the goal, an analysis of the process of changing and growing should produce a clearer educational method than to assume that each content or goal calls for a separate method dictated by that content. The requirements of growth in the individual rather than the elements of the subject should determine educational method. This places educational process in the individual, who, after all, is the target of change, rather than only in organization of information which may have little relation to the individual."

The final step in the process of planning a learning experience is the task of developing a session-by-session sequence of learning activities. A continuous chain of related decisions must be made at this juncture and at many points along the way as the learning experience progresses, and I would submit that

inappropriate decisions made at these points can destroy the effectiveness of all the work that has gone into the decision making process up to this point. The task is largely the teacher's with help from supervisors, fellow teachers, syllabi, and other course outlines as well as strong reliance on his personal adequacy as an educational planner and instructor.

Establishing a Balance in Programming

It is clear at this point that the process of information gathering and decision making in educational programming especially as it is carried out in adult education agencies is an intricate and highly interrelated function. From identification of a community to course outline requires a constant moving up and down of lines of communication placing appropriate responsibilities at specific levels and coordinating the efforts of many people and many resources to come out at the end with a nearly finished product; an adult education activity. However, a single activity does not make a program and an agency must be able to demonstrate that it can serve a range of what Houle(8) calls "compelling concerns" of adults if its existance is to be justified. The agency, therefore, must not only be concerned with close adherence to clearly defined objectives but also with insuring that the objectives represent a range of adult interests. It must provide a program with a reasonable depth of inquiry in areas of major emphasis and sufficient expansiveness to embrace both the immediate needs of adults and to stimulate and encourage exploration of other fields and development of new interests. Generally this is referred to as achieving balance in the program of the agency. As in all other aspects of educational planning, there is no handy formula, but to some extent as the desirability of balance is recognized at each stage in the decision-making process it will become one of the continuing concerns of the planners.

Bibliographic Summaries

1. "Association for Supervision and Curriculum Development," Balance in the Curriculum, 1961 yearbook, ASCD, 1961, Washington, D.C. 197 p.

Page 119 - "Logically organized bodies of subject matter may consitute a focal point for selecting curriculum content. In contrast, content may be selected in terms of the immediate interests of students. Historically, these two possibilities represent extreme positions in the field of curriculum development. Between these two extreme positions, sources for content may be identitied with situations and problems that are personal and social in nature and that involve logically organized bodies of subject matter."

2. Benne, Kenneth D., "Democratic Ethics in Social Engineering," Progressive Education, Vol. 26, No. 7, 1949, pp. 201-207.

(NOT a quote): The problem of reaching a value judgment with respect to planned social change is one which revolves about the question of democratic principles. The need for change stems from the discrepancies between traditional patterns of relationships and social control and the demands on life which technology and industrialization have thrust upon us. There is no contradiction between democratic ideology and the training of persons committed to planned change in social patterns and human relationships. The test of the democratic character of the process lies in the degree to which the methodology conforms to democratic norms.

The author then lists 5 norms which the methodology must meet as criteria of its suitability in a democratic society.

Criteria of Suitability (continued)

1 - Collaborative - finding commonality in divergent interests

2 - Educational for the participants

3 - Experimental - as a process of forming and reforming social arrangements

4 - Task-oriented to the requirements of the problem

5 - Anti-individualistic - having the character of collective solutions.

With this as a basis of Benne's point of view regarding the ideological aspects of planned change, he includes a paragraph which has direct bearing upon the present research in decision-making in the area of adult curriculum.

"The methodology of planned change which is consistent with democratic ideology must elevate informed and experimental collective judgment over unchecked private judgment. A methodology of training for participation in planned change must emphasize the development of skills necessary for creating common public judgments out of the disciplined conflict of 'private' points of view. It must develop persons who see non-influencability of private convictions in joint deliberations as a vice rather than a virtue. It is in this sense that democratic planning for change must be anti-individualistic."

3. Bradford, Leland P., "Toward a Philosophy of Adult Education," Adult Education, Volume 7, No. 2, 1957, pp. 83-92.

As part of the development of a philosophy of adult education, Bradford makes a brief reference to method, or format.

"In examining the area of organization of learning, where change and growth of the individual in his being and behaving is the goal, an analysis of the process of changing and growing should produce a clearer educational method than to assume that

Leland P. Bradford (continued)

each content or goal calls for a separate nethod dictated by that content. The requirements of growth in the individual rather than the elements of the subject should determine educational method. This places eeucational process in the individual, who, after all, is the target of change, rather than only in organization of information which may have little relation to the individual."

4. Brunner, Edmund deS., Overview of Adult Education Research

Page 133: "There is practically unanimous agreement in all studies that the maximum involvement of potential and actual constituents in program building produces the best results. Richert, however, after a review of a large number of studies in social psychology, group dynamics and extension, cautions that merely securing representation of recognized groups and interests is not in itself a guarantee of successful program planning, if these persons do not possess perspectives beyond the boundaries of their own group."

Reporting on a research study from "Cooperative Extension", Brunner states: "Darter found that the more successful agents, after getting the pertinent facts, emphasized the importance of developing the capabilities of the people, made planning itself an educational process, planned the programs with the local people, involving as many as possible in the process, and arranged the programs to get maximum coordination with other agencies . . . The less effective agents were highly vocational in their approach, did no surveys of conditions either in communities or in the county, provided little educational experience, developed the program mainly themselves, used organized groups very little and provided for little coordination with other agencies."

5. Cass, Angelica "., and Arthur P. Crabtree, Adult Elementary Education, Noble and Noble, New York, 1956, 275 p.

Page 121. "It has generally been found that the persons best qualified to draw up the course of study are those who are most closely concerned and involved - teachers, administrators, students and, in many cases, an advisory committee of persons interested in this type of education."

6. Fletcher, C. Scott, "The Battle of the Curriculum in the Sputnik Age," Adult Education, Vol. 8, No. 2, 1958, pp. 113-123.

Problem or Thesis: Discusses the unique contributions that can be made to the liberal education of adults through educational television and study-discussions.

" . . . the educator cannot merely cater to 'felt needs' else he is not an educator. In this sense he must not be like the waiter behind the cafeteria counter. The educator should have a vision beyond the vision of the learner. He should have firm convictions concerning what is important and what is good. He must take the intellectual and moral responsibility of opening up horizons and revealing alternatives of which the learner was previously unaware. He has no right to influence the discussion concerning alternatives. But there can be no free choice unless alternatives are seen and their probable consequences explored. Not to reveal alternatives is to restrict choice."

7. Hand, Samuel E., "Community Study as a Basis for Program Planning in Adult Education," (Unpublished Ed. D. Dissertation,) Florida State University, 1956, 128 p.

I. Problem or Thesis: Providing information to local adult educators in the study of their communities for the purpose of program planning.

II. Concepts and Variables: 1) Evolution of the concept of community; 2) Relationship of the individual to his community with emphasis on influence of the community on personality; 3) The purposes and benefits of community study for adult educators; 4) Formulation of an approach to community study for the adult educator.

III. Data Collection Techniques: Thirty-four published guides to community study were analyzed.

The study points out that 4 elements of community are essential for study:

1. Historical background and physical setting
2. The people
3. Economic structure
4. Functional operations

The degree to which community study is essential to planning adult education programs was found to depend upon:

1. The responsibility of adult education for the development of responsible, democratic, citizens
2. The pervasiveness of the community's influence on the development of individual personality.
3. The differences between communities
4. The dependence of a democratic society upon citizen participation
5. The fact that social problems are reflected in and can best be understood and attacked within the community context.

The study concludes that eight principles should guide the adult educator in his relations with the community.

"Eight principles to guide . . ." (cont'd)

1. Local adult education programs should grow out of the communities cultural patterns.
2. Adult education programs should be tailored to fit social structure of the community.
3. The value system of the adult education program must be consistent with the enlightened values of the community and the society of which it is a part.
4. The content of an educational program must be determined by individual needs within the context of community needs.
5. The methodology of adult education must be consistent with the principles of a democratically conceived society.
6. The adult education program must be devoted to enhancing enlightened citizen participation.
7. The adult education program must grow out of the cooperative thinking and planning of the participants and the educational agents.
8. In any adult activity every element of the community must be assured an opportunity to participate in both the planning and the action.

8. Houle, Cyril O., "The American University and Adult Education," The Educational Record, Vol. 36, American Council on Education, 1955, pp. 336-345.

I. Problem or Thesis: Only to a limited extent has University Adult Education kept pace with the needs of adults.

"When one departs from the safe, sure paths of the academic world and moves out into the new world of adult education, the old categories and the old ideas prove to have only a limited usefulness. Systems of education which were built for the narrow span of years immediately following adolescence and which assume that the student's central task is education are not likely to be serviceable for the

Houle (continued)

long lifetime of adults whose needs for education grow out of their mature experience and whose learning activities must needs be fitted into the complicated structure of their responsibilities. To apply to adults the standards developed for undergraduates is to miss the point . . ."

Houle then applies three "standards" mentioned above:

1. Adult education restores to liberal education an older and broader interpretation than that customarily provided on our campuses.
2. Professional education of adults must have different goals from professional education for young people.
3. There are other ends of adult education not directly associated with liberal or professional education which have particular relevance to the adult based on certain specific developmental tasks.
4. There is the desire to extend one's knowledge and competence into areas of great personal interest. He refers to "recreative education" for "compelling concerns."

9. Knowles, Malcolm S., Informal Adult Education, Association Press, New York 1950, 272 pages.

Page 36: "One of the difficult problems is deciding what to teach. There is always more than ought to be taught than can possibly be covered in the time available. This is especially true in adult education programs with short courses of from six to twelve weeks. The teacher has the task of deciding how much can be taught and then of choosing from among the many possibilities the most important things to teach. How does he make these choices? The following steps are suggested for selecting the subject matter of a course:

1) Refine the objectives ...
2) Determine the content ...
3) Organize the subject matter ...

Knowles (cont'd)

Knowles clarifies the above three steps by stating that only general objectives can be stated for a course in the initial steps of its design. These need to be focused upon specifics in terms of the needs and interests of students which would be explored during the first couple of sessions. The determination of the kinds of facts, skills, attitudes, appreciations and understandings constitutes the determination of content. In making these determinations the teacher will call upon his own experience and insights and those of his students. He will also consult other teachers, experts in the field, and the literature and textbooks on the subject. Finally, the materials must be organized in a sequence having unity and coherence.

10. Krug, Edward A., Curriculum Planning. Harper Brothers, New York, 1957, pp. 254-276.

I. Concepts and Variables: Research activities in curriculum planning; the survey case studies, evaluation experimental studies.

Krug provides 6 general cautions to be observed in interpretation and use of experimental findings.

"1. Findings should be interpreted in relation to appropriate educational objectives.

2. Findings should be interpreted in relation to the total learning situation in which a study is conducted.

3. Findings should be interpreted in relation to the population in the study under consideration.

4. The use of generalized findings is limited to the face of individual differences.

5. Experimental findings should not be allowed to freeze the curriculum.

6. Experimental findings do not provide rule-of-thumb guides to educational practice."

"Experimental findings then throw light on possible educational decisions; they do not, and should not, be expected to make them for us."

11. London, Jack, "Problems of the Adult Administrator," Adult Education, Vol. 9, No. 4, 1959, pp. 222-231.

"Since there is no established pattern of courses for an adult school, except the program required by students working toward a high school diploma, the adult administrator determines what courses and other activities the adult school will offer. The task of understanding what adults want and need is extremely complex, and requires that the administrator have a broad comprehension of the characteristics of the population in his community....

Since the goals of adult education are very broad and offer no guideposts by which the administrator can specifically determine curriculum content, he must "play it by ear"... Essentially, expediency is a fundamental principle in developing a program that will offend no one, and be attractive to the community."

12. London, Jack, "Program Development In Adult Education," Handbook of Adult Education in the United States, Adult Education Association of the U.S.A., Chicago, 1960, pp. 65-81.

London discusses five steps in the process of planning an adult educational program. These include determining needs, enlisting adult participation in planning, designing the program, formulating objectives, and planning and carrying out evaluation.

He lists fourteen program forms which lie within the continuum from lecture to discussion and refers to Tyler's principle of selecting learning experiences as a guide in undertaking the task. He further refers to Tyler's criteria of continuity, sequence, and integration for effective organization of learning experiences.

13. Miller, Harry L., Teaching and Learning in Adult Education, Macmillan Co., N.Y., 1964

Page 128: Speaking of the residential conference program as a format especially suited to the needs of the adult learner, Miller states that generalizations are difficult to arrive at but that a number of persistant, unresolved questions arise. He discusses one in the following way:

"The primary issue is: Who makes the decision about method? Characteristically, the residential program involved the administration staff of the adult division more heavily in planning than does the regular course program; it is taught by more than one instructor; and particularly when it takes the form of an occupational conference, an occupational planning committee takes a strong hand in formulating objectives and methods. The planning committee representing the sponsoring organization knows a good deal about the field of practice and nothing about the educational problems involved; their orientation inevitably sets up demands for a situation in which academic expertise will supply answers to their practical problems or bring them up to date by providing a flow of information. The instructional staff, indeed, usually is composed of experts who are firm believers in the tenet that the educational process consists of telling people what you know or think. The administrator, who may know a great deal about the conditions under which people learn, may find himself too busy organizing the living arrangements and schedules of many conferences to play the role of educator in the planning, or he may feel that his lack of expertness in the particular content of the conference bars him from taking an active role.

The most likely solution for this situation lies in training administrative personnel to play a new role. If they were to be relieved of administrative detail by a clerical assistant, and encouraged to take a

Miller (cont'd)

strong hand in planning the educational process, there is little question that we would improve the effectiveness of many residential programs."

Continuing his discussion of the residential program, Miller proposes a fourth role in the guiding of the learning process, the three already being discussed being the organizational planning committee, the instructional staff and the administrative staff.

For a variety of reasons, mostly involving the usual nature of content of residential programs, and the potential for developing and exploiting for intellectual purposes, group solidarity and interaction, Miller proposes the role of 'process analyst'. This individual would function within the group in two general areas.

1. "The intellectual process role"

   A. Converting the bull session pattern into adult exchange into developing an argument for a point of view based on some "defensible structure of evidence and rational linkages".

   B. Developing acceptance of the existence of "intellectual pluralism" of opinion.

   C. Giving attention to the structures of evidence for positions with which individuals disagree in an effort to build a counter-argument.

   D. Develop the ability to move from the discussion of a particular problem to a more "general model of problem-solving behavior".

   E. Develop an "awareness of how significantly their very basic values and assumptions about the world enter into their judgments and arguments.

   F. Develop "insight into the relation between feeling and rationality".

2. "The interaction process role"

   "The basic task of the (process analyst) in this area is a precise counterpart of his role in the intellectual

work of the group. He participates in enough of the informal activities of the Institute to become aware of significant events, those which constitute diagnostic clues to problems of conflict, morale, and the like."

14. Snow, Robert H., Community Adult Education, G. P. Putman and Sons, New York, 1955, 170 p.

Page 83: "Broadly speaking, the most important qualifications which a supervisor of adult education activities can bring to his job is a sensitivity to the factors which facilitate or which impede learning He must be able to analyze a learning task, break into its components. He needs the ability to select from various subject matter areas, those elements which promise the most immediate interest and concern to program participants, and this assumes an understanding of adults and their learning needs in today's society.

The supervisor should be conversant with a variety of instructional methods and be able to identify those which are most appropriate for various learning situations . . .

Since the supervisor must achieve largely through working with group leaders, he must have facility in establishing rapport with them.... At the same time, the supervisor must be sufficiently tactful in making critical analyses to insure that he is encouraging, not discouraging, those with whom he works, - that he is building, and not destroying, staff morale."

15. Spalding, Willard B., Current Problems Facing Education in the United States, Education, Vol. 76, No. 6, 1956, pp. 331-340.

"Increasing public demand for such courses as safe driving, remedial reading, or social dancing, will result in additional courses. Further, the amount of knowledge increases rapidly, the

more man knows, the more he can know. Yet the time spent in school changes very slowly. The problems of selecting what should be taught becomes increasingly difficult as public demands and human knowledge both increase. A firm body of principles, derived from a consistent philosophy of education and accepted widely by the people, is sorely needed as the only lasting solution to the problem of the good curriculum."

16. Tyler, Ralph W., Basic Principles of Curriculum and Instruction, University of Chicago Press, Chicago, 1950, 83 p.

Tyler sees philosophy, the embodiment of desirability and priority, and psychology of learning the guide to possibility and effectiveness, as screens through which educational objectives must pass from their sources in learners, contemporary society, subject specialists, and the cultural heritage to the statements of objectives upon which learning experiences are built. As the ultimate authority in the final step of the actual building of learning experiences for specific courses, Tyler points to the teachers of these courses as individuals, or collectively within a given subject or related subjects.

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